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# *Campanile-Call*

FALL ISSUE • NOVEMBER 1969

WHITWORTH COLLEGE ENTERS  
THE SPACE AGE WITH A NEW  
PRESIDENT FROM APOLLO

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SCIENCE COURSE AT WHITWORTH USES SPACE EXPLORATION THEME

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# Campanile Call

W H I T W O R T H C O L L E G E

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L O N B A C K M A N , editor

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## T H E C O V E R

Dr. Edwin A. Olson and Dr. Glen P. Erickson of the Whitworth College Science Department are teaming up to offer a January Term course in that launches the student into the space age. The story begins on Page One. A related story, about Whitworth's new space age president begins on Page Four.

# to the moon in a laboratory

A NEW APPROACH TO GENERAL SCIENCE THAT TRANSCENDS USUAL BOUNDARIES AND LEAPS INTO SPACE



"They would be able, for instance to calculate just how many G's Jules Verne's astronauts would be subjected to and would conclude that they'd be plastered against the back of the space capsule like so much chalk on a board."

Dr. Edwin A. Olson was commenting on the performance he anticipates from students who enroll in a physical science course at Whitworth College in January entitled "Exploring the Universe." He was referring to how some of the students might handle problems they discover in the Jules Verne science-fiction classic **From the Earth to the Moon**, which will be one of the texts for the course. A similar course was experimented with during the past summer and much of that which was developed will be incorporated in the January offering.

Actually Dr. Olson, who is chairman of the Natural Sciences Department at Whitworth, was talking about students who will be enrolled in a phase of the course he will not be teaching. His reference was to more advanced science students whose programs will be directed mostly by Dr. Glen P. Erickson, chairman of the Physics Department. Dr. Erickson commented, "This acceleration problem is typical of what we will do in our course. Here's a practical problem, practical within the context of the space story, but what better place to learn about acceleration and forces and the other factors of physics than right there."

Dr. Olson will be instructing non-science students whose background is limited. He commented, "The rationale that I have, and I think Glen does too, reflects the fact that too often we follow the traditional line of mini-courses which are departmentally oriented. The beginning or non-science student does not look at science in this departmentally organized way. He doesn't think of chemistry as a lump, and physics as a lump —

to him it's just one world, as it should be."

According to Dr. Olson, the students in Dr. Erickson's course will be able to "participate in a more sophisticated type of discussion." Dr. Olson made the contrast with students who will be registering for his course who, he said "will be interested more or less as onlookers rather than participators."

Dr. Erickson elaborated concerning those who will be enrolling in his phase of the course explaining that they "won't really be so much more advanced, but will be students whose interests have already been more closely identified with science." He said further that his students "will already have had at least one college science course. They are likely to start at a different level just by virtue of their declared interests."

The two scientists said they chose the "Exploring the Universe" theme for three reasons: First, they have a personal interest in the subject and feel that most people do too. Secondly, their competence lies in the physical sciences where the majority of space exploration problems fall. The third reason given for the theme choice was that the two men "see a multitude of traditional scientific topics that can be integrated into a space exploration theme."

The course will be organized on a broad outline hinging on five major questions: Why explore the universe?; What's involved in a trip to the moon?; What can we hope to learn about places where we can never go?; and what can space exploration mean for mankind?

Of using the space exploration theme as an enticement for non-science students Dr. Erickson said, "It is sugar coating in the sense that science is being dressed up in the context of fun."

Dr. Olson added; "Which is the right context, really.

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# whitworth students living

"Developing quality within myself and thereby being able to help induce it in other kids that I was coming in contact with was a very important part of the summer. I think that Christ is the most quality being that I can cite as an example, and if he's really in my life, then I've got to become more of a quality person and become an inspiration myself."

Rauleign C. Lamont is a 20-year-old black student from the lower east side of New York City. He was one of many Whitworth College students who spent last summer in areas of community involvement around the nation. Rauleign, who is known by his classmates as "Frenchy," worked in a Young Life program that included street work in New York City and counseling at Frontier Ranch, one of Young Life's resort camps in the Rocky Mountains of Colorado.

Other Whitworth students in similar programs included 20-year-old Cinda Warner, who spent the summer near St. Paul, Minnesota, working with youngsters in a Union Gospel Mission camp, and Gerald Tonay, 21, who returned to his home territory in lower east side Manhattan to work in the Morgan Guarantee Trust "Street Academy." They are only a sample of the way in which Whitworthians scattered from the pine-studded campus at Spokane, Washington, to face human problems in the "real world."

Along with Cinda at St. Paul there were 16 other Whitworth students engaged in a ten-week counseling program. They worked in two camps, one for children from six to twelve years old and one for teenagers.

In addition to "Frenchy," there were two other students engaged in Young Life programs. Four more were working with the Forest Home Christian Camp Ground in California, and one was at the Riverside

Neighborhood Center in Elk, Washington.

A number of the students found special areas of service at home in Spokane for the summer. Fifteen were working with the Y.M.C.A., five with the Y.W.C.A., two at neighborhood centers, two at the Crisis Clinic, and two at the Lakeland Village Hospital for the mentally retarded.

There were other students employed in people-connected activities, such as three at Mead High School; two in the Spangle, Washington, School District; and three with Stevens County Public Schools in Colville, Washington. One student spent his summer with the United States Forest Service in Portland, Oregon; and another worked with the Spokane City Park Board.

Listening to the reports of those Whitworthians who became involved in direct relationship to human lives in depressed circumstances becomes an educational experience. For example, Cinda says, "There were so many things that were foreign to me, such as kids who weren't used to having two sheets on their beds or weren't used to having three meals a day, or who didn't want to go home on Saturday because there wasn't going to be anyone at home for them anyway. . . . Their mothers worked and their fathers worked, or else their fathers weren't around."

Cinda says, "It really made me realize the need for changes to be made and the need for the activities that the St. Paul Union Gospel Mission provides." The Mission work at St. Paul involves children from a lower-income housing project, where the population is mostly white, and an older district, which is mostly black. Cinda says, "There wasn't much time, only five days, with a hundred kids; and you don't get to know very many of them real well in that much time. It was a



# for Christ

matter of just seeing their need for somebody who cared. A lot of them don't have anybody who cares."

Gerald Tonay's work was different in location, but similar in that he, too, was responding to specific needs of individuals. As he explains, "This particular street academy was set up for youth between the ages of 15 and 25 who had dropped out of school either because they couldn't relate to the curriculum or the way things were being taught—or because they had to work or ran into handicaps of that sort."

Gerald taught English at the academy during the day. At night he tutored at a night center. He says, "English was very 'loosely' taught, so that it related more to the student and he could grasp it. We moved only as fast as our slowest pupils, to make sure that everybody understood it. We worked at the student's level, and worked so that he could get it best."

Gerald is this year's president of the Black Student Union at Whitworth. In that capacity he has declared the major objective of the BSU for 1969-70 to be "academic excellence." He was referred to the summer's street academy work by Bill Milliken, the Young Life counselor in the lower east side who authored the book **TOUGH LOVE**.

Gerald had come in contact with Milliken a number of years before while he was coaching a basketball team. Bill had asked him to drop around the Young Life Club, and he had, but never became directly involved in the organization.

Then, there was a moment of crisis in Gerald's life. As Gerald tells it, he had taken "leave of absence" from a junior college. "My father panicked," he said, "and went to see Bill Milliken. That played a big part in my

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## science grants

Sophomore undergraduates at Whitworth College are able to deal with problems and handle equipment which would ordinarily be found only in graduate schools, according to Dr. Robert D. Bocksch, chairman of the Chemistry Department. Dr. Bocksch credits this fact to two recent grants from the National Science Foundation for unique programs in chemistry education. The grants totalled \$6,200 and call for equal matching funds from college sources.

The first of the grants was given by the NSF to facilitate the establishment of courses for Whitworth's new 4-1-4 curriculum. In this plan, the month of January is reserved as a period of concentration, during which a student takes only one course. The Chemistry Department at Whitworth looked to January Term as "an unexcelled opportunity to engage in laboratory-oriented

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## languages chairman

A man who believes "you cannot arrive at any level of sensitivity until you've become tuned to the languages spoken natively by human beings" has been named new chairman of the Modern Languages Department at Whitworth College.

Dr. Ronald C. Turner says, "you may travel around the world speaking English, but your communication with people will have been superficial."

The appointment of Dr. Turner to the department chairmanship was announced by Dr. Clarence Simpson, acting President of Whitworth. The new chairman succeeds the late Dr. James Wadsworth according to Dr. Simpson.

In making the announcement, Dr. Simpson said Dr. Wadsworth had a "vigorous and productive career both before and since coming to Whitworth."

The president especially noted that Dr. Wadsworth had "been a significant force in our Honors Program as well as the administrator of the Modern Languages Department."

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# whitworth greet a new president

The new President of Whitworth College, Dr. Edward B. Lindaman, is shown at the right with his wife, Gerry, on their 25th wedding anniversary. Directly below them are pictured their four children. From left to right, the Lindamans include David William, 25, described as the adventurer; Merrilee, 12, called the active one; Susan, 22, looking quite domestic, and Brian, 19, a college sophomore. David spent a year going around the world—left home when he was 18, had his 19th birthday in Rome while on his way to India, and drove across the desert in a British Land Rover. Merrilee is in Girl Scouts, plays the piano, likes sports and dancing and is artistic. Susan is completing her Associate in Arts at Fullerton Junior College as a nursery school assistant. Brian is a Business Administration major whose hobby is rebuilding Porsche cars, of which he is currently the owner of two.



While Dr. Lindaman was deciding on whether to accept the position as President of Whitworth College he visited the campus to get acquainted with staff, faculty, and students. His ever friendly smile, quick and witty response to questions, and obvious sincerity and enthusiasm created an aura of excitement and anticipation. The candid photos shown above and to the right are typical of his expressions while he was on campus.





# a message from the president

## A JOB OR A ROLE?

Lee Hill, a modern artist, has painted a significant concept of man in an age of outer space exploration. Using heavy thick strokes of his knife, he has structured a figure of Christ on the canvas. His hands are outstretched. A tiny earthman, garbed in a helmet and space suit, stands in his left hand. The right hand of Christ is lifted to a beckoning position. In this sensitive manner Hill has taken the Great Commission and put it in the concept of a planetary world.

The spaceman stands on the supporting hand in the painting, but at the same time he is invited, by the motion of the strong right hand, to turn toward the world of the future. While man stands on the moon step and thinks now about acquiring the solar system as part of his domain, the Lord of history is present to sustain him and lead him forward.

The human dialogue, once carried out as merely continuous interaction with surrounding nature, is now with our man-made environment. For the first time in history man's technology is powerful enough, unless wisely directed, to do serious, even fatal damage to his ecology. His brain and his industrial genius have given him a wholly artificial physical world. Man is now "locked-in" to his own future, by his own choices!

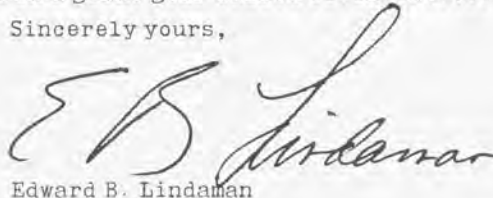
Man of earlier centuries could not comprehend his personal involvement in creation, because he lived in a world of nature. He simply responded in a natural, harmonious sort of way. Everything was given and would continue to be given. The world of a quarter billion inhabitants of that past age, was an endless, flat arena in which to frolic. Remnants of this kind of thinking still plague us.

Society, however, is beginning to give recognition and support to those persons and organizations that search for and find new solutions that speak directly to the now relevant issue before man . . . interdependent and loving survival on a finite planet.

In the older fragmented and mechanized world of specialism, we used only a part of our faculties at any one time. We called this work. We held a job. Now, with obvious environmental interdependence, the complexity of societal structures, and the intense electronic information environment, a man is less and less a job holder, and more and more a role player. He is one who must learn to accept his share of the total responsibility. Anyone in the space era looking around him at a "job holder", will view that person as a pathetic holdover from yesteryear. All men, all institutions, all nations, have a role to play in the development of a society that allows individuality, personal and group creativity and shared resources. A person's life now truly does include the lives of other people.

Christian liberal arts education today could easily be renamed Christian environmental arts education. It is teaching the world as a created whole, and man as a responsible child of God in it, and responsible for it. This lifts the priority of the study of the total environment as one, complete, interacting entity, shaping men for good or evil. It means teaching not only private goals, but also public goals. It means teaching around problems and opportunities, as well as disciplines. It means that students are helped to become unique persons who play a role in the coming of God's future, not just survive as mere cogs in a giant gear called civilization.

Sincerely yours,



Edward B. Lindaman





Before accepting the position of President of Whitworth, Dr. Lindaman insisted that he have an opportunity to interact with students, faculty, and administration. The reaction of Lindaman to them and of them to Lindaman was one of unanimous enthusiasm.

## whitworth in space age

The Board of Trustees of Whitworth College has declared the institution to be officially launched into the space age with the appointment of Apollo Project Programmer Dr. Edward B. Lindaman of Fullerton, California, as its fourteenth president. Dr. Lindaman assumed the presidential title November 5, 1969, and will officially move to the Spokane campus to take on his new responsibilities February 1, 1970.

Dr. Lindaman is Assistant to the Vice President of North American Rockwell Corporation's space division. In the past 20 years he has held a variety of executive positions in the aero-space industry including that of Director of Program Planning for the Apollo spacecraft project at North American Rockwell Corporation. Dr. Lindaman is currently involved in projecting the firm's activities into the next decade. He is concerned with the application of knowledge and procedures in the Apollo program, doing various social and technological problems facing man, and to interpret to the general public the implications of the space age for man's future.

In announcing Dr. Lindaman's appointment as president of Whitworth College, Albert Arend, chairman of the Whitworth Board of Trustees, said, "The Board of Trustees be-

lieves that Ed Lindaman will bring to the campus of Whitworth College a strong dynamic leadership that will inspire young people to achieve the highest levels of Christian citizenship. The Christian image of Whitworth is what attracted him to the school. His several visits with the members of the faculty and student body brought enthusiastic responses from them. He is a gifted speaker. He will rapidly fill a place of leadership in our community."

Arend said that Dr. Lindaman is the first non-ordained man to be named to the Whitworth presidency in over thirty years. The new president is also a layman in that he is not a professional academician, but has spent his entire career of nearly 30 years in the aero-space industry. Of his interest in working in higher education Dr. Lindaman said, "It is my firm belief that a slow and gradual infusion of a few men from science and industry into the educational realm will eventually help the cause of education. It isn't that we will directly affect the curriculum — which is always the domain of the professional educators — but we can effect a change of image and directions as well as relationship to students and financial support. The president, these days, has to be a guide, promoter, model and leader —

more than a detailed educator. My many hours on the campus have convinced me that students yearn to look to their president, to be listened to, to feel a part of the college decision making process, to participate in the future actively. These are things that a new president can help to bring into being. He can set the climate for learning, and let the professionals take it from there."

Arend said that Dr. Clarence J. Simpson will serve with Dr. Lindaman as his executive vice president, a position which he occupied beginning November 5. Dr. Simpson had been serving as acting president of Whitworth since the resignation of Dr. Mark Koehler last spring to take a pulpit in Las Vegas, Nevada. Arend said of Lindaman and Simpson, "These two men complement each other and will provide a team of



Dr. Lindaman and Dr. Simpson will be the executive team for Whitworth. They are shown as they waited recently for chapel to begin in Cowles Auditorium.

thrilling potential."

Dr. Simpson commented, "In a day when the college is reaching out to discover the worlds beyond its campus, Ed Lindaman is a happy choice for its presidency."

Simpson continued to say of Lindaman, "He has unusual awareness of what is happening today in our world and in outer space. Beyond that he has a clear vision of what may happen and what should happen between men, between mankind and his environment, and in the inner lives of men. He will provide positive moral, spiritual, and intellectual leadership for the Whitworth of the 70's."

Lindaman was recommended to

the Whitworth Board of Trustees by a president seeking committee which included on its roster trustee, faculty, student, and alumnus representation. Dr. William R. Lindsay, pastor of Spokane First Presbyterian Church, chairman of the President Selection Committee, said the group set out to find a "new leader for a new age."

Dr. Lindsay continued, "We wanted a person with strong Christian commitment, administrative experience and skills, understanding of the education scene, and ability to lead people — qualities possessed by many whom we considered. But we were looking for something additional — something almost indefinable — the ability to spark enthusiasm, to transmit vision, to create an entirely new image for the Christian college of the new era into which our world has moved."

Dr. Lindsay concluded, "When Dr. Lindaman came into the committee's thinking it seemed as though all the pieces fell into place and we saw in a person what we had been attempting to put together out of the fragments of our thoughts. We are convinced that Divine leading took us to him and has brought him to us. We rejoice that he has accepted our invitation and will be the next President of Whitworth College."

In 1966 Dr. Lindaman received an honorary Doctor of Humane Letters (L.H.D.) from Tarkio College in Tarkio, Missouri. He was awarded an Associate in Science degree from Eveleth Junior College in Eveleth, Minnesota, in 1939, which represented the extent of his formal education. He has taught production management at the University of California at Berkeley, and has lectured on college campuses throughout the world. Development and organizational implementation of management and control systems on highly complex aero-space projects, such as those required during the building of the Apollo spacecraft, are considered by southern California's universities to be equivalent to their Master's degree program. Dr. Lindaman's career has included pioneering several such developments.

Whitworth College is associated with the Washington-Alaska Synod of the United Presbyterian Church in the U.S. of A. Dr. Lindaman is a member of the National Board of

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Typical of Whitworth "Moratorium Day" activities was this gathering of students in a dormitory lounge to discuss the moral issues of war.

## students write Nixon

When it became known that Whitworth College had suspended classes for a special instructional program on the day of the national War Moratorium, a number of critics were of the opinion that the college had joined the national anti-war movement. Perhaps the best explanation of what really was happening was contained in the following letter sent by the student officers to President Richard Nixon with copies to United States Senators Warren Magnuson and Henry Jackson. The letter is reprinted in this issue of **CAMPANILE CALL** to show that the students who were involved understood what was happening at Whitworth on that day.

Dear Sir:

After the unfavorable national reaction concerning Moratorium Day, we, the students of Whitworth College, would like to relate to you what happened on our campus. Our main objective was to **inform** students about war, not to protest the Viet Nam War. The schedule of the day included a speech by our acting president, Dr. Clarence Simpson, and three discussion groups: political science and history of war, biology and psychology of war, and economics and sociology of war. The main objective was to answer these basic questions: "What are the causes of war? What are the effects of war? What are the alternatives of war?" We took the negative topic of "war" and approached it in a positive, intellectual way.

Our acting president, Dr. Simpson, began the day with a talk on "Moral Issues and War." Instead of attacking the morality of war in itself, he probed into the moral character of

man in relation to war. He pointed out how war, like a mirror, magnifies the human qualities of competition and struggle for survival within himself. The more pressures and stresses we put on these qualities, the less we are able to keep them under control. As a result, man is led to commit the worst sin of all, using others as pawns for his own selfish ends, and subjecting them to unthinkable suffering. According to Dr. Simpson, "War is not inevitable because it is within the power of the human mind to find an alternative."

Using Dr. Simpson's humanistic perspective of war, each person was allowed to pursue, through group discussions, the socio-scientific aspects. In each group, qualified resource persons provided general authorized facts of their fields. From here the discussion was allowed to go in the directions of student interest. Each group dealt with the causes, effects and alternatives of war from their points of view, whether political, historical, psychological, biological, economical, or sociological.

We ended with a summary and discussion of the day's activities. Whitworth College specifically set aside this day as a time for study and intellectual discussion on the part of faculty and students. Each individual who participated in this series of simultaneous discussions came away with at least a deeper insight, if not an intellectual gain, in the much debated subject of war in modern America.

Sincerely yours,  
David Lee, President  
Associated Students of  
Whitworth College



# focus days...

The speaker for Focus Days at Whitworth November 4 through 6 was Donald P. Buteyn. Mr. Buteyn is Associate Synod Executive for the Seattle Presbytery, and was formerly involved in the Berkeley Presbyterian Church where he became known as a man of action. Not content with the traditional approach of the church's ministry, he launched out and began some of the most unique ministries to be found in the United States. The following notes are from his last chapel address in Cowles Auditorium as Focus Days concluded.

Life in the **liberated zone** is life committed to a Person. There can be no freedom outside the context of a relationship couched in faith. Nor can there be any ultimate fulfillment of human experience outside it. For the Christian this means commitment to Jesus Christ.

Life in the **liberated zone** is life committed to a cause—a mission. It is goal oriented within the context of the value judgments and ethical sensitivities of the Gospel. It is life in the context of obedience and faithfulness—both of which suggest bondage—but both symbolic of the paradox of discipleship. To be free in bondage to Christ is the ultimate liberation.

Life in the **liberated zone** is life in partnership with God and one's brother. It is life lived in the context of the brotherhood which is the movement—the Church. To conceive of Church as institution and organization is to miss the genius behind its ageless survival. Church as movement and brotherhood alone speaks of its capacity to survive with relevance and in a state of liberation. Life in this zone is life set free for servanthood.

Among young adults these days one senses a growing will to move toward an ultimate commitment, and also a new compulsion to work within, alongside, and sometimes without the structures of our churches and our society to lead people and nations through the process of creative, and I might add, redemptive change. This is mission.

One senses also a new and truly authentic view of life coming to the



surface of experience among the young. It is not the old, unquestioning optimism of the earlier decades of this century. It is a realistic, hard-headed, heart-felt commitment to the future and to the capacity of mankind to prevail. The role of the Christian under God must be to work for the attainment of that hope in the context of whatever strategic alliances need to be formed.

**One senses too, the rediscovery of religion, and hence of God, and of Christ and the Church, and with this a rediscovery of love, and the freedom to accept, to forgive, and expend oneself in the cause of justice and righteousness. To the evangelical this trend is pregnant with implications of the Kingdom.**

These trends point to the radicalizing of Christians at the point of a renewal of commitment on behalf of the total ministry of Jesus Christ in the Church and in the world.

This growing movement among the young implies that life in the **liberated zone** will require of the disciple of Jesus Christ new qual-

ities of life.

Among these are honesty on all levels, the will to celebrate life and Christ with joy, the will to work for authentic forms of community in and out of the Church, and the capacity to forgive and accept oneself and one's brother in the Spirit of the Radical Jesus whose love and compassion took Him to the Cross.

With that Jesus we must be willing to walk into mission—a commitment of shoeleather. We must be willing to open our lives up to the dynamic of **agape** love, and we must allow ourselves the flexibility required of those who would be the diplomats of Christ in an often frightened, threatened, and paranoid kind of society.

Life in the **liberated zone** is life lived free of defensiveness and divisiveness. It is life lived with courage. It is life lived by faith in which nothing is considered too good to be hoped for; too high to be attained; too hard to be endured; or too precious to be given away for the sake of Christ, the Lord.



January Term will offer Whitworth students an opportunity to study first hand Central American life styles as well as tropical flora and fauna. The studies will take place in the shadow of Mt. Santa Maria in Guatemala. (Photos are by Whitworth student, Mary Beth Bostwick)

Dr. Hicks said the biology class will consist of an introduction to tropical biology. During the first few days students will be asked to look at what is around them, "As a scientist looks."

The professor continues, "They will be asked to notice what they see that is different than in Spokane."

The students will then be allowed to pursue research on subjects in which they have a particular interest. Some of the individual topics suggested by Dr. Hicks include ants, orchids, tropical birds, and tree frogs.

"At the end of the period," according to Dr. Hicks, "they will have a composite biological view of the tropics."

Non-Science majors going on the trip will be able to use the course to fulfill their science requirement for graduation. The group will fly by way of "AVIATECA," the Guatemalan national airline, at a total cost of \$375.00 per student. The trip is in addition to regular tuition charges.

# tropical field trip

According to Dr. David L. Hicks, professor of biology at Whitworth College, "people are afraid of science, but I can't see how they would be intimidated by a trip to the tropics." On the basis of this philosophy Dr. Hicks and a colleague, Mr. Rodger Shoemake, are putting together a January term class of about twenty biology majors and a comparable number of non-science majors who will escape the mid-winter cold of northeastern Washington and spend most of January in the Central American tropics.

The group will leave Spokane Thursday, January 8, spend the month in Guatemala, and return February 3. They will use the Seminario Evangelico Presbiteriano located about 15 minutes from the base of the 12,500 foot volcanic peak Santa Maria as a point of embarkation in what Dr. Hicks says he hopes is the "beginning of a continuing program."

Hicks says it is planned for Whitworth students to go to the tropics quite often as part of an expansion of field studies. He explains, "We want to expose our students to live biology in the field, rather than pickled in the lab."

Dr. Hicks and Professor Shoemake have both had previous experience in the tropics. Shoemake worked in Mexico as a biology researcher for Texas Tech, and Dr. Hicks did his graduate research on migratory birds in Panama.

The use of the seminary in Guatemala as a headquarters this January came about through Professor James H. Emery of the seminary, whose daughter Susan is a senior student at Whitworth. The area became especially enticing to the biologists from Professor Emery's description.

Emery said, "There are rain forest areas along the slopes of the mountains. There are some estuaries, and further along, near the Mexican border, there is an area of considerable swamp and mangrove."

Dr. Hicks points out that there are more reasons to go on the trip than biology. He calls attention to certain "cultural fringe benefits" such as a couple of dozen small Indian tribes that will be visited, some nearby Mayan ruins, and an introduction to Spanish Culture. The trip will include an overnight stop over in Mexico City on the way to Guatemala.



Between the tropical rain forest (above) and nearby Indian villages (below) Whitworthians will be able to explore a variety of subjects according to their own interests.





The "saga of the telescope" is a truly Presbyterian story, even including a possible taste of predestination. It is about a six-inch refracting telescope which will some day be revolving on an automatic mount on the astronomy deck at Whitworth College in Spokane.

The tale comes into focus at the Synod headquarters for Washington and Alaska of the United Presbyterian Church, U. S. of A., in the Exeter House on Seneca Street in Seattle. Dr. Clarence J. Simpson, acting president of Whitworth (which is a Presbyterian-related liberal arts college) is in a discussion with Dr. Alexander Campbell, Synod associate executive for Alaska. They are talking about the S.S. Anna Jackman, a special boat used by the Presbyterians to get to some of the more remote lumber camps and native villages of southern Alaska.

Perhaps Dr. Simpson's being in that building on that day is the predestination part of the story. At any rate, it is the first time he has been there for any reason.

Rev. Charles W. Muir, who is a field representative for the National Board of Christian Education of the Presbyterian Church, also has offices in the Exeter House in Seattle. Charlie (Rev. Muir) happens by Alex's (Rev. Campbell's) door just in time to see Clem (Dr. Simpson) sitting there. The three men customarily refer to one another by their first names.

A comet (representing an idea) flashes across Charlie's mind. He strides into the office and butts into the conversation between Alex and Clem ("Butting in" is not necessarily impolite in Presbyterian circles. It is sometimes recognized as the expression of the preordained will of God.)

"Clem, how would you like a white elephant?" Charlie says.

Dr. Simpson is a little puzzled. About the only link he can make at such short notice concerning a white elephant and Alaska is, maybe, a polar bear. That doesn't resolve the question, so he asks, "What do you have in mind, Charlie?"

The next public manifestation of what Charlie "has in mind" appears in a copy of the "Daily Bulletin," a mimeographed information sheet distributed to students, faculty and staff at Whitworth. The notice reads, "Going to Seattle soon? If you are and have a station wagon, would you do the College a good turn by transporting a donated telescope to the campus?"



Rev. Charles W. Muir inspects the telescope which came out of storage and was given by himself and his brother to the Whitworth College Science Department.

## telescope predestined?

The notice is placed by Dr. Edwin A. Olson, chairman of the Natural Sciences Division at Whitworth. A few days later he stands in one of the laboratories in the million-dollar Eric Johnston Science Center holding a piece of paper in his hand with the single word "tarp" scribbled across the top.

Dr. Olson explains, "We couldn't get a station wagon, but we did find an open-top pickup truck. Hence the note is to remind me to get a tarp to cover the telescope."

Rev. Muir has said in a letter to Dr. Olson, "The outfit is ready for your travel arrangements." He describes the "outfit" as consisting of "a large cabinet which would be about six feet in length by something like 12 to 15 inches in width for the box. In addition, there is a crate which is between three and four feet in length and about two feet in width. There is also a tripod. Finally, there is the special case of eyepiece lenses, and in this box detailed instructions by my brother on how to unpack the outfit to avoid any damage."

Dr. Olson has previously written to Rev. Muir to say, "We would indeed be most happy to receive the six-inch refracting telescope which you would like to donate to Whitworth College. We have an astronomy deck on our new Science building but lack the quality of telescope

which your refractor requires. I have already made tentative arrangements with a local amateur astronomer to place the telescope in working condition."

Rev. Muir has earlier told Dr. Simpson of the telescope, "My brother (Harris Muir, a retired aircraft engineer) has given this to me, and I in turn offer it to Whitworth College if Dr. Olson, or any others concerned, decide it is a desirable gift."

In 1941 this particular telescope was estimated to be worth \$1,200. The lens alone is estimated to be worth that much in 1969. It has a test statement from Leon Campbell, Harvard astronomer, in which he says, "I am glad I had the chance to see, and see through, the instrument."

Although the instrument has a history of having been in storage since 1946, it is out of hibernation now. Dr. Olson says he is most pleased to have the gift. So does Dr. Simpson. So do the students who will be using it.

It's nice to know that after all these years, such a telescope, which began its carer under Presbyterian ownership, continues to be of service as a Presbyterian-connected instrument. It would be nice if all Presbyterians could make such a claim.

## LANGUAGES CHAIRMAN (cont.)

The Honors Program is designed, according to an interview with Dr. Wadsworth, made a few weeks before he was fatally stricken by a heart attack while going to teach a morning class, "to give individual superior students a chance to get away from the classroom routine and pursue independent studies under a major professor."

The 70-year-old Dr. Wadsworth called attention to the fact that his successor, Dr. Turner, was his first honor student in 1959. At that time, Dr. Wadsworth said, "the Honors Program was open only to upper classmen (juniors and seniors) and superior students who produced a baccalaureate thesis through an independent research program. The program has since been expanded and is in its second year as a four-year program."

Dr. Turner, who earned his doctorate in Romance languages and literatures from Harvard University in 1966, enlarged on the philosophy he brings to the Whitworth job. He said, "In addition to conversation or interpretation of the written word, there is another effect of communication which has been nebulously defined, and never thoroughly examined." Dr. Turner continued, "A study of another language may contribute significantly to the student's understanding of himself. Through discovering new depths of meaning in another language he gains an awareness of the enormous complexity of his own language mechanisms."

Stating the goal of the Modern Languages Department as a desire to develop for Whitworth students "a reality now rather than just a potential for future communication in some foreign land," Dr. Turner outlined the program of the department.

He said, "Our program will be designed to give students their language experiences by relating to their own interests. Thus a pre-medical student may read a work on tribal medicines as written by an early Spanish explorer; a history major may research a period of French chronology through the original writings of the era and locale, and German philosophy may open up with the precision of the language in which it was written."

Dr. Turner is expected to employ computers in various phases of the Modern Language department program. Investigations are now underway on the feasibility of implement-



The late Dr. Wadsworth points out some locations of mutual interest to Dr. Turner. Dr. Turner had been one of Dr. Wadsworth's students in earlier years, and both had traveled in Spain and other parts of Europe in their quest to better understand modern languages.

ing computer-assisted instructional programs at Whitworth via a remote terminal facility with Washington State University. Turner did post-doctoral research at WSU in computer science during 1968-69. He became affiliated with Whitworth in 1968. He is currently under contract with Scribner's Sons Publishers to revise an intermediate-level Spanish textbook for use in computer-assisted instruction. Dr. Turner recently demonstrated the feasibility of computer usage in teaching language during the Second International Congress of Applied Linguistics in Cambridge, England. He was invited to present a paper based on a report of his experience at Dartmouth College where he implemented a computer assisted instruction series on writing Spanish grammar.

Dr. Wadsworth was appointed chairman of the Whitworth Department of Modern Languages in 1960. A graduate of Cornell University, Dr. Wadsworth earned his PhD. in lan-

guages in 1928. Subsequently he studied at the University of Michigan, the University of Paris, and on a Weil fellowship at the University of Strasbourg.

During the time that Dr. Wadsworth served as chairman of the Whitworth language department it expanded from one and a half instructors to the present staff of five, including a native teacher in each of the three languages: German, French, and Spanish.

Dr. Wadsworth said, "We urge our students to study abroad, preferably in their junior year. We have students in France at Grenoble, Aix-En-Provence, and Paris; in Spain at Madrid and Valencia, and in Germany at Stuttgart and Munich. We have had Fulbright, Danforth, and Woodrow Wilson scholars."

A memorial service for Dr. Wadsworth was held during special chapel services at the college on October 9, 1969. The funeral was held at Whitworth Community Church October 3.

# conferences and activities



Some Whitworth students have been engaged in a series of activities off-campus indicative of their commitment to witness for Jesus Christ. Several are engaged in regular church and youth activities. The Varsity Quartet has been featured at youth rallies and singspirations. One student, Gary Fuller, is serving as director for Spokane Youth For Christ. Steve O'Dell and Joan Elsom are pictured as they teamed up to lead song services at an area-wide youth rally at Newman Lake near Spokane.



The theme of Women's Conference this fall was "Love." Rev. William Tatum, a Whitworth alum and now pastor of Mercer Island Presbyterian Church near Seattle was the speaker for the conference, which was held at Pinelaw Park at Deer Lake. The Men's Conference was held simultaneously at Twinlow Methodist Conference Grounds at Twin Lakes, Idaho, on the theme "Man Alive."

## women meet

Whitworth College Associated Women Students served as hosts to the state A.W.S. convention on October 24, 25, and 26. Every state college, university, and private college of the state of Washington was represented, in addition to many junior and community colleges. The University of Idaho and Boise State College also were represented. There were 23 schools with 121 representatives and advisors present. General chairman, Sue Gambill, senior woman from Spokane, resides in Baldwin Hall. Whitworth's AWS president, Sue Emery, is from Guatemala. She, too, is a resident of Baldwin Hall.

## to the moon in a laboratory

I think that if you don't make science fun, then you've really altered the true situation. Science which isn't fun is deformed science. Science is fun, if it is presented right."

Of the goals of the program for the more committed science student, Dr. Erickson said, "We will have broadened his horizons in science. Most of the information he learns in the course about science will come from other than science books and courses. His sight will be broadened so that he is more efficiently getting information from news magazines, newspapers and similar sources."

The space exploration theme, Dr. Erickson continued, "lends a framework of application to the theories and more abstract ideas that he learns in other courses. The applications will give some real meaning to flesh out the theoretical skeleton that he gets elsewhere."

The forthcoming January offering is seen by both Dr. Erickson and Dr. Olson as a preparation for a required course for all junior students. Entitled **Science and Civilization**, this junior level course is now in the planning stage, and will be offered for the first time in the fall of 1970.

In discussing the goals of the space exploration

course from the viewpoint of the non-science student, Dr. Olson outlined two objectives. One was to provide a certain amount of factual content to serve as an illustration of just what science is all about. This would include something about its methodology and its presuppositions.

As Dr. Olson sees it, the second objective of the course is to influence the student's philosophy of life. "It is our hope," Dr. Olson continued, "that each student will see that his philosophy of life cannot be totally built upon the information he gets from the sciences." Dr. Olson concluded, "I'd be the last one to say that if you want to get the real scoop in life you should turn to science totally. I want our students to see not only the things that science does do for man's philosophy of life, but also the things it can't do."



## LIVING FOR CHRIST (cont.)

decision to go to Whitworth College."

Gerald explained, "Bill told me he had a friend in Washington who knew about some openings at Whitworth. He said he also had some friends at the University of California at Berkeley. I got my acceptance at Whitworth, and the day after that I got my acceptance at U.C. in Berkeley. I picked Whitworth because it was a small school, and their accreditation seemed to be pretty good."

This summer Gerald was at the Young Life office looking for jobs for others when Milliken told him about the need at the street academy. Gerald had wanted to work with youth extensively in the lower east side ghetto, and he was especially interested in dealing "with causes and coming up with some sort of program. One of the

(continued on page fourteen)

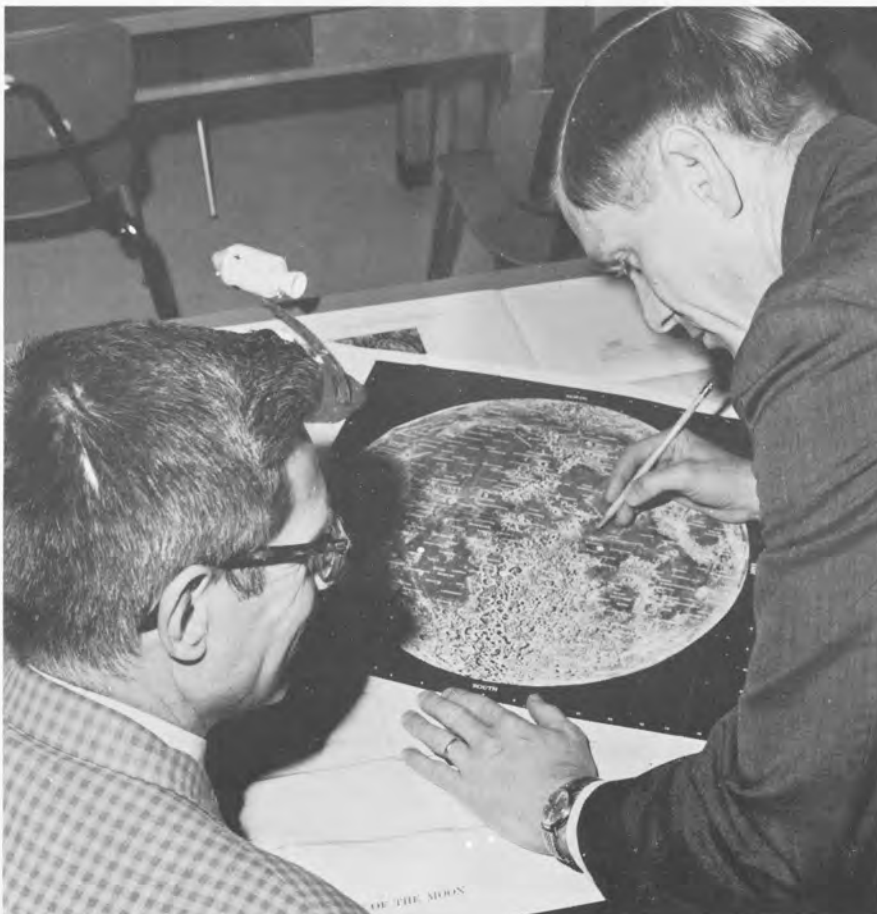


# homecoming '69



The selection of a Homecoming Queen for 1969 has been marked by the usual enthusiasm for beautiful girls. Everyone wants a picture of the finalists, and of course the one that counts is the photo with the winner wearing the crown. This year she was Sophomore Marcia Berg of Puyallup, Washington. Princesses were, shown sitting at Marcia's right, Miss Shaunda Lupton of Kalispell, Montana, and to Marcia's left, Miss Ann Fogelquist of Spokane.

# plotting moon trip...



Dr. Olson and Dr. Erickson are shown as they plot a landing place for spacemen on a map of the moon. The program which is being offered both science major and non-science oriented students during January Term this year represents a new approach to General Science. It also is keyed in to the Core 350 Course which is currently being invented by the team of Whitworth professors who will teach it. Core 350 will be taught for the first time in the 1970-71 school year and will emphasize the role of science and technological advances in shaping the society, issues and culture of modern times.



(continued from page twelve)

main areas I wanted to tackle was the problem of creative and constructive activities. With that many youth in that concentrated area, there just weren't enough activities. Youth got detoured or got into mischief, and it wasn't necessarily because they were bad kids. It was because of lack of proper channels or constructive channels. The Street Academy sounded good."

Of his work Gerald says, "I developed really close relationships with the students, and I got to see first hand a lot of the things that the public schools had neglected to give them, a lot of the feelings that the students had toward our regular school system, and a lot of reasons why they couldn't relate. It gave me a better insight."

Gerald continues, "At the night center I established closer relationships with a lot of the youth. It got to the point where we just sat down and talked, and they told me of their needs and that they were glad the center was open because it gave them something to do."

Gerald says, "One thing I really feel good about is the fact that after this another group of older guys, like myself, have decided to take up from where a couple of other guys and I started and continue this through the year. Before I left, I went to the mayor's office to talk with a few people there about continuing programs of this sort. Now I can happily say that there are six guys back there who are continuing."

"Frenchy" is another of Bill Milliken's proteges. The son of a Black Muslim minister who is practicing in North Carolina, "Frenchy" has the reputation of being a "militant black," perhaps because he stands 6'0," weighs in at 230 pounds, wears his hair "au natural," and dresses in dashikis. It is especially interesting to hear him say, "It's hard to show you care without conveying at the same time a love which just wouldn't have come out of me without, I feel, the base of Jesus Christ."

"Frenchy" continues, "Some of these kids loved me in return, and it taught me a lot. It helped me to break some of the native things that hold you down within the community. Most of the kids I was working with were black, some were Puerto Rican. I think I grew in my knowledge of Jesus Christ through their filling some of my needs."

## space age leader is also outstanding churchman



(continued from page seven)

Christian Education of the United Presbyterian Church. In 1967 he was national president of the National Council of United Presbyterian Men. He was named **Layman of the Year** in 1964 by the 260 Presbyterian churches in Southern California. He served as an official delegate to the Fourth Assembly of the World Council of Churches in Upsala, Sweden, in July of 1968.

Speaking to a chapel session in Cowles Memorial Auditorium recently Dr. Lindaman told the student body, faculty, and administration of Whitworth College, "I am very much moved by being here and considering changing my own personal career — by leaving what I have been doing for many years and turning another page into a whole new chapter."

The unique contribution to the urban community claimed for Young Life is the concept "You have to be where the kids are." The street worker, which was part of "Frenchy's" work, spends the greatest amount of his time in pool halls, on basketball courts, or on the street corner. He lives in the community and is available when the need arises.

As "Frenchy" describes his work, "I hung out with kids on the street, relating to their needs whenever possible . . . trying to channel them towards places where they could get help academically. Or if they had a problem and they had to go to court, possibly to be a character witness or find a lawyer for them free of charge."

"Frenchy" also counseled at camp, where he worked with a totally mixed racial situation. As he describes it, "We engaged in competition in group sports such as basketball, swimming, and running; in singing songs at roundups in the evening; and listening to talks by guys who could verbalize their life experiences with Christ and could put it over to the kids."

"Frenchy" found the highlight of his summer experience in one young man "who just happened to be a year younger than myself, named Gilbert Ayers." He says Gilbert "really helped me with my spiritual needs."

Here is the way "Frenchy" relates the experience:

"He was a kid that I contacted on

the street, a guy who had come through all kinds of adverse conditions, including having contracted polio at a very early age. He played basketball out there every day with the rest of the kids and conquered the high altitude at the camp in Colorado very quickly. He really did a lot to bolster the whole spirit of the camp. Kids couldn't look at him and say, 'I won't climb this mountain today.' . . . or . . . 'I can't involve myself in this sport. I'm too tired.' We'd look at him, and Gilly was ready to go almost all the time. He brought the thing together a lot more than it might have been."

Cinda found her reward for the summer in "the kids who came to know the Lord: who came to realize that there is a purpose in life. Some of these come back as junior counselors."

Cinda says, "You can't count souls in a summer. In that respect, according to counselors who have been working there a number of summers, it's really discouraging work because you can't count up the number of people that you've helped that summer. They don't express their appreciation like kids at a rich kids' camp who write you letters and tell you how much fun camp was and everything. You don't get that many letters. The kids just go home and go back to living."

Whitworth College students are back living on campus now, too. But for many, life has attained a richer and more meaningful flavor. The summer made the difference.



Whitworth students line up to use the sophisticated Thomas Hoover Capillary Melting Point Apparatus. Preferring the better equipment to that which is standard in most college science labs, the students pointed up the need for more such devices. They are now being ordered under a National Science Foundation grant.

#### SCIENCE GRANTS (cont.)

courses without the difficulties present in such courses in the other calendar systems."

Dr. Bocksch said, "No longer will students be tempted to cut their laboratories to study for examinations in other courses. The more extensive field trips can be made without fear of missing other classes or incurring the disfavor of other instructors."

The purpose in asking for the grant was, in the words of Dr. Bocksch, to "initiate a new course, unprecedented to our knowledge in chemical education." The course, offered for the first time last January to sophomore students, was required of all chemistry majors. It was the subject of a paper read at the Northwest Regional Meeting of the American Chemical Society in Salt Lake City last June.

As envisioned in the initial grant application, the students participating in the program would be encouraged to investigate a wide variety of current topics, including such things as possible air and soil pollutants in the Spokane area, the nature and amount of substances naturally or otherwise present in area lakes and rivers, the presence of pesticides in the tissues of birds, and the presence and types of trace minerals in soils and in foods.

Dr. Bocksch explained, "We would propose to incorporate into our interim course the kinds of analytical problems of current significance in our times. We see no reason to limit the undergraduate students to

routine analysis with a predetermined 'answer.' We feel that the inherent curiosity of our students can be coupled with truly significant problems to provide a meaningful experience in analytical chemistry without compromising the accuracy expected of them."

But plans for such an ambitious undertaking required equipment not ordinarily found in undergraduate



A student uses the standard Thiele Tube Melting Point Apparatus.

curricula. The NSF, however, agreed that the approach was a desirable one, and allowed \$3,800 for equal matching by the college. These funds were used to purchase a number of sensitive instruments required for the necessary measurements.

One of the purchased items was a balance so sensitive that it will measure the billionth part of a

pound. This sensitivity, according to Dr. Bocksch, is often required when dealing with traces of nutrients or pollutants found in nature. The balance is so sensitive that one can easily detect the difference in the weight of individual grains of salt, or can detect whether a person has dotted an "i" with a light or heavy dot.

The more recent NSF matching grant was for \$2,400 and resulted in part from a most unusual circumstance. According to Dr. Bocksch, "Most pure organic or biological substances possess definite and characteristic melting point temperatures. On this basis alone, for instance, it would be extremely simple to establish the difference between such substances as cholesterol and vitamin D. For years, each student desk in the organic laboratory has been equipped with the usual apparatus for the determination of melting points. While these devices have a number of shortcomings, they are generally considered to be the best available for student use, and we used them constantly without question."

Dr. Bocksch continued his comments, "Several years ago, one of us purchased an expensive, semi-automatic melting point apparatus as a part of a research grant. Because our new Science Building had not yet been completed at that time, it was necessary for the apparatus to be placed adjacent to the organic laboratory. It was later discovered that the organic students had seen this apparatus in operation and were secretly using it for their own melting points! However, since they seemed to be competent with the apparatus, their usage was not further discouraged."

Dr. Bocksch added, "Subsequent student generations have also been allowed to use the apparatus. However, we now discover that the students will wait in line to use this apparatus to the complete avoidance of their own 'traditional' apparatus." Further, while the research-type apparatus does allow as many as five melting points to be determined at one time, there is clearly no way that the one apparatus can efficiently serve laboratory sections containing up to 18 students. Accordingly, the grant application requested funds for the purchase of five additional units of the same type. Thus, the chance placement of a special instrument several years ago has led Whitworth College to take a forward step in its chemistry curriculum.

Activities at Whitworth have been varied thus far in 1969. A past president of the Spokane Civic Theater, Homer Mason, joined with the students as a guest performer for the very successful fall drama performance of "Death of a Salesman." Intramural football captured the attention of a number of students. Men's Conference in Idaho was highlighted by outdoor sports that included water skiing and canoeing. Baseball Coach Paul Merkle, who retired this year as Athletic Director and took on new duties as Sports Information Director, was honored with a television set and plaque from the Sports Writers and Broadcasters of Spokane.





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## should you make a will?

You have no doubt heard a person say, "I don't need a will because I don't have very much money and anyway the law will take care of the distribution of my property." Yes, the law would distribute your property but the chances are that the distribution would not satisfy you if you were there to witness it. If you die intestate (leaving no will), your property then passes according to the lines of descent and distribution set by law. Under the laws of intestacy your close relatives will share in your estate, but most often not in the same ratios and proportions that you would have wanted.

What else might you lose by not leaving a will? Here are a few:

- you can't choose your executor.
- you may tie up some of your assets.
- your property may pass through two estates rather than one.
- you miss the opportunity to save taxes.
- you lose the opportunity to share of your estate with other than the immediate members of your family.

One's first concern should be to adequately protect his dependents and to share his bounty with members

of his family. Many are quite surprised to find that they also have an ability to make contributions to their favorite charities that they may have been unable to make during their lifetime. Often such contributions can be made in a way to insure more "after tax dollars" with members of his family than would have otherwise been possible.

Everyone of adult age should have a will regardless of the size of his estate. If you have not made a will or are considering revising your present will, we invite you to write for our booklet "Making your Will." This comprehensive brochure has been prepared by one of the nation's leading attorneys on taxation and estate planning. It includes, among other things, a handy check list of information your attorney will need to prepare your will.

In writing a new will or making a change in a present will you should consult your attorney. He is the only person adequately trained to execute a will. In addition, however, Whitworth College has professionally trained personnel who are available to assist you. For copies of the brochure "Making your Will" or for further assistance please use the following postage-free reply card.

I am interested in learning more about how to make a will.

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